



## The Effect of Command Teaching Style and Training On the Dribbling Skills of Students of SMPN 4 Polewali

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### ABSTRACT

*This study aims to examine the effectiveness comparison of the commando teaching style with the practice teaching style on the subject matter of dribbling in the sport of football. The research method used in this study was experimental research which was conducted in 10 meetings to see the significance of the two treatments. This research was conducted at SMPN 4 Polewali with participants in this study being students who were willing to follow all research procedures. Through this sampling, the number of samples in this study amounted to 40 students. The instrument used in this study was a dribbling ability test. The results showed that the commando teaching style was better than the practice teaching style in football dribbling subjects.*

**Keywords:** *Command Teaching Style; Dribbling skills; Practice Teaching Style.*

## INTRODUCTION

The most dominating sport in everyday life is football, which has great appeal in life. explained by Hinca (2013) that football is not only part of the routine and rights of citizens in daily exercise but has become a global industry. Seen at the 2022 World Cup in Qatar which provides a big lesson on how football can hypnotize everyone in the world and turn the wheels of the big economy that supports a country. Football is the national sport in most European and Latin American countries and many other countries. Millions of people in more than 160 countries play football (Andi Mulya, 2011).

Apart from being an achievement sport, football is also one of the learning materials for games and sports in physical education in junior high schools (SMP). Following the basic competency standards, football game teaching material is one of the physical education learning materials taught in educational and non-educational institutions

(Hammado et al., 2020). As we know football can be said to be an activity that is self-test or motor dexterity. However, the teaching of football in schools and colleges is different from that of football training in football clubs. In a football lesson, children are present on the field not because they want to be there, but because they have to be there (Fatikhaturun, 2020). It's not surprising that some of them look enthusiastic, while not a few also look forced, hesitant or lazy. The learning of football referred to here is the learning of educational football (Ishak et al., 2023).

Physical Education activities in junior high school are activities that teach advanced movements after getting basic movements from elementary school (SD) (Rabuanasyah et al., 2018). Therefore, football material at the junior high school level is more complex than at elementary school based on factors of child growth and development (Burhanuddin et al., 2022). In the physical education learning process, especially the basic technique of dribbling a ball in a football game, junior high school students should show the expected skills, considering that this material is an easy technical presentation for students aged 13-15 years (Yudistira et al., 2018). However, in reality in the field there are still many schools whose students have not been able to perform the basic technique of dribbling the ball, therefore the teacher's role is very important in developing and improving the quality of learning and students' motor skills.

In learning football the limitations of the motor skills possessed by students are different, therefore, the teacher's role in determining and choosing a teaching style must be appropriate and effective (Yulianto & Budiyo, 2021). This is intended so that students more easily understand and understand the learning material presented following the expected goals (Yoland & Komaini, 2019). The teacher's ability to choose and present learning materials is also influenced by his education and experience in learning (Quddus et al., 2018). Therefore, to carry out the football learning process, especially dribbling, it is necessary to choose the right teaching style. So that various basic movements and movement coordination can be mastered properly and correctly. In particular, dribbling is an important element of football performance and is considered important for game outcomes (Zago et al., 2016).

In the process of improving the quality of education, in this case, physical education in schools, teacher competence plays an important role. A teacher must have pedagogic, personality, social, and professional competence. Related to pedagogical competence, teachers must study education both theoretically and practically. It should be understood that the essence of learning and its results lies in the process of learning given to students

(Sari & Nurrochmah, 2021). Therefore, the main priority in efforts to improve the quality of learning in schools is to optimally realize the role and function of the teacher in the learning process in the field (Setiawan & Wisnu, 2019). This can be realized when the teacher has the understanding, skills, initiative and creativity to use a teaching style that is following the characteristics of the students and the learning conditions concerned. Likewise, with the selection of learning styles, Samsuddin Seregar (2008) revealed that teaching style is a way of presenting learning material that is carried out systematically to encourage the achievement of teaching goals in the process of making people learn or manipulating the environment (Supriyanto et al., 2016).

Teaching style is defined as an effort made by the teacher to organize and guide student learning experiences (Arifin, 2017). In addition, teaching style also acts as a bridge of communication between teachers and students in the learning process in the field (Sari & Nurrochmah, 2021). That is, the teaching style applied in the learning process will give birth to interactions between the teacher and students, and the intensity depends on the characteristics of the teaching style used (Fatikhatus, 2020). It is from this interaction that students gain learning experiences that will result in changes in behaviour that follow learning objectives (Saitya, 2022). The achievement of an optimal learning process is very dependent on whether or not it is appropriate to choose a learning style or method (Suganda et al., 2021). Of the many known teaching styles, the researcher limits the two teaching styles used in the teaching and learning process, namely the command style and the practice style. In addition to teaching style, it also involves motor skills which are one of the supporting aspects that are expected to streamline the learning process of dribbling in football games.

Developing basic motor skills in school children is essential for physical education teachers, both locomotor, non-locomotor and manipulative. Children's basic motor skills will develop naturally and automatically as a result of the process of maturity and physical growth from time to time and as a result of training and experience. Based on the description above, the purpose of this study is to elaborate on the influence of teaching styles on dribbling skills.

## LITERATURE REVIEW

### Dribbling skills

In football, dribbling or dribbling is a basic skill in football because all players must be able to control the ball while moving, standing or preparing to pass and shoot (Danny Mielke, 2007). Ball dribbling is a method of moving the ball from one place to another on

the field using the feet, the ball must always be close to the feet so that it is easy to control. In the game of football, the basic technique of football is an important factor in playing and dribbling is one of the basic techniques that must be mastered by every outstanding football player (Fasha et al., 2021). The goals of dribbling in football include: increasing the playing area, passing opponents, luring opponents to approach the ball so that the attack area is open, and slowing down the tempo of the game (Rachmat Hidayat, A. Heri Riswanto, 2021). Players cannot constantly look at the ball, they must look around and watch the movements of other players (Robert Koger, 2007).

Dribbling is often used in conjunction with dribbling skills to protect the ball from opponents who try to grab it (Joseph A. Luxbacher, 2011). Protecting the ball well will make it easier for players to control the game better and with changes in speed and direction by utilizing the width of the field. To beat your opponent you also have to be able to protect the ball, turn and make feints (Clife Gilford, 2007).

Dribbling is an attempt to move the ball from one area to another or by twisting to avoid the opponent trying to keep the ball rolling close to us away from the opponent's feet during the match (Andri Irawan, 2009). Dribbling is a technique to bring the ball from one area to another while the game is in progress. Robert Koger (2007) said dribbling is a method of moving the ball from one point to another on the field. This skill does not come by itself but with a continuous training process to achieve motion automation.

Dribbling plays a very big role in a game or football match, so the dribbling technique must be mastered by a football player. Luxbacher states that: all good types of dribble consist of several components. Further stated, these components include sudden changes in speed and direction, deceptive movements of the body and legs and good ball control (Joseph A Luxbacher, 2011). Several principles need to be considered to be able to dribble properly and correctly, including the player must fully control the ball so that it is impossible for the opponent to take it easily, the player can also use all parts of the foot according to what goal he wants to achieve, the player must also be able to monitor the situation. game when dribbling the ball.

### **Command teaching style**

Command teaching style is a form of teaching-learning strategy in physical education. This style aims to direct students in carrying out motion tasks accurately and in a short time. Students must follow all instructions given by the teacher. According to Lutan (2000), the command style is the teaching approach that is most dependent on the teacher. Thus it can be concluded that in the command style, the teacher makes all decisions about

the form, tempo, sequence, intensity, assessment and purpose of the teaching and learning process for each lesson. The teacher is fully responsible and takes the initiative in teaching and monitors student learning progress.

Lutan (2000) suggests that the command method is included in the stimulus-response (S-R) learning theory. This teaching style is used when: (1) want to teach specific skills or specific results as well. (2) dealing with classes that are difficult to control because of a lack of discipline. (3) want to achieve faster progress. (4) a group of children need special assistance for improvement. Command style is a method of command or command in teaching sports which is very effective if you want to foster uniformity and simultaneity of movements according to the shape desired by the teacher, increasing discipline and obedience.

On the other hand, Husdarta, et al suggested that the teacher's role in teaching command style is: 1) making all decisions in learning, 2) making all decisions related to subjects, the arrangement of tasks, starting and ending implementation time, intervals, and clarifying various student questions, 3) provide feedback to students regarding the role of the teacher and the material. The role of students is to just follow and do the tasks instructed by the teacher.

A stage of learning in the command style should be able to reflect the essence of several relationships such as: the teacher makes all the decisions and the student responds to each of those decisions. At this stage, the correspondence between the nature of a teacher and that of a student is continuous in every movement performed. The teacher gives an order code for each movement to be carried out and the students do it according to the order. Examples of this teacher-student relationship can be seen in karate, gymnastics, aerobics, and football classes. In the next step, the teacher demonstrates the anatomy of the command style as a guide for applying it. This process involves decisions pre-meeting, during the meeting and after the meeting.

### **Practice teaching style**

The practice style of teaching is one type of the various teaching styles that exist. In the description or content of its characteristics; the teacher makes all the decisions (Jonathan Doherty, 2004). The purpose of the practice teaching style is that students carry out tasks carefully and in a relatively short period, while all decisions come from the teacher. Training according to Harsono (1988) is a systematic process of practicing or working. Meanwhile, according to Tangkudung (2006), training is a process that is repeated and increased to increase the potential to achieve maximum performance.

Training is an organized process that aims to increase the physical strength of athletes or students for that matter.

Based on the theories the opinions of the experts above, it can be concluded that training is a movement or sports activity that is carried out sequentially and repeatedly to achieve perfection of movement or automation. The definition of exercise above has similarities and is the same as the teaching style of practice applied in learning. The practice teaching style is a suitable teaching model for motion learning because it has the following advantages: (1) The teacher will have the opportunity to teach a large number of students at once, (2) students learn to be able to work independently, (3) ) students learn about decisions that are following existing provisions, (4) students learn about time constraints, (5) students can learn to recognize targets that must be achieved by carrying out certain tasks, (6) students have the opportunity to increase individual interaction with every student.

The main feature of the practice style is that during the meeting some decisions are transferred from the teacher to the students. The transfer gives important roles and new responsibilities to students. Each student has the opportunity to determine the existing provisions, regarding (1) Attitude (posture) (2) Place, (3) Sequence of task execution, (4) time to start the task, (5) speed and rhythm, (6) pause time, (7) rest time between tasks, (8) initiate questions.

## METHOD

The research was conducted using an experimental method. The experimental method is a research method used to find the effect of certain treatments (Sugiyono, 2010). The research method used in this study was experimental research which was conducted in 10 meetings to see the significance of the two treatments. This study consisted of the dependent variable, namely dribbling skills in football and the independent variable, teaching style. The target population in this study were all students of Polewali 4 Public Junior High School, Polewali Mandar Regency, totalling 180 students. The sampling technique in this study was random sampling (simple random). Participants in this study numbered 40 students, namely those who were willing to become participants.

The implementation of the first-week meeting activities introduced the sport of football, the history of football, the basic techniques of playing football and the rules for assessing the game of football. then provide an explanation of the movement of Dribbling

Skills in football as a whole. Then carry out discussions led by the teacher at each implementation. Face-to-face meetings are given in three stages of treatment, namely: 1) introduction (warming up), 2) core training, and 3) cooling down.

Following the research design, two kinds of data must be collected, namely: (1) data about the ability to dribble in football, and (2) data about motor skills. To obtain data about the ability to dribble the ball as well as data on motor skills, tests and measurements were carried out. To measure the ability to dribble and motor skills, a research instrument was made. The data analysis used is the calculation of the description of the data using the Statistical Package for the Social Sciences (SPSS) version 22.

## RESULTS AND DISCUSSION

Data on the results of dribbling skills are presented in a summary as shown in Table 1 below.

**Table 1.**  
Summary of Calculation Results

Motor Ability	Statistics Source	Teaching Style		Amount
		Command	Exercise	
Height	n	10	10	20
	x	74,1	75,0	72,3
	SD	2,92	7,40	5,78
	$\sum X$	741	750	1446
	$\sum X^2$	54985	50195	105180
Low	n	10	10	20
	x	74,15	61,4	67,8
	SD	6,66	4,70	8,64
	$\sum X$	742	614	1356
	$\sum X^2$	110441	37898	93354
Total	n	20	20	40
	x	74,15	65,95	70,05
	SD	5,01	7,62	12,63
	$\sum X$	14,83	1319	2802
	$\sum X^2$	110441	88093	198534

### Results of the Dribbling Skills of Groups of Students Taught with the Overall Command Teaching Style (A1)

The score of the results of dribbling skills of the group of students who were taught with the command teaching style as a whole, showed a range of scores between 64 to 83, while the mean ( $\bar{X}$ ) = 74.15 and standard deviation (Sd) = 5.01. The frequency distribution of these scores can be seen in Table 2. below.

**Table 2.**

Frequency Distribution of Results of Dribbling Skill Scores of Students Taught with the Overall Command Teaching Style (A1)

No.	Interval Class	Absolute Frequency	Relative Frequency
1	64-67	3	15
2	68-71	1	5
3	72-75	10	50
4	76-79	3	15
5	80-83	3	15
<b>Amount</b>		<b>20</b>	<b>100</b>

The table above shows that as many as 4 students (20%) got a score on dribbling skills below the average group, 10 students (50%) were in the average group, and 6 students (30%) got a score above the average group.

**Results of Dribbling Skill Group of Students Taught with Overall Practice Teaching Style (A2)**

The results of the dribbling skills of the group of students who were taught using the practice teaching style as a whole showed a range of scores between 56 to 82, while the mean ( $\bar{X}$ ) = 65.95 and standard deviation (Sd) = 7.62. The frequency distribution of these scores can be seen in Table 3. below.

**Table 3.**

Frequency Distribution of Score Results of Dribbling Skills of Students Taught with the Overall Practice Teaching Style (A2)

No.	Interval Class	Absolute Frequency	Relative Frequency
1	56-61	6	30
2	62-67	6	30
3	68-73	4	20
4	74-79	3	15
5	80-85	1	5
<b>Amount</b>		<b>20</b>	<b>100</b>

The table above shows that 6 students (30%) got a score on dribbling skills below the average group, 6 students (30%) were in the average group, and 8 students (40%) got a score above the average group.

The results of data processing concluded that overall the results of the dribbling skills of the group of students taught by the commando teaching style were better than the group of students taught by the practice teaching style. Theoretically, the results of this study are following theoretical studies and the results of previous studies. Therefore the results of this study can strengthen the results of previous studies which state that learning physical education using the command teaching style is better than the practice teaching style.



The advantages of the commando teaching style in learning dribbling skills, firstly (1) it is very effective if you want to foster uniformity and simultaneity of movements, (2) enhances student discipline and obedience, (3) does not demand too much knowledge of the teaching material. Cognitively, students' understanding of the motion tasks that must be carried out improves along with their function as observers and the provision of worksheets as guidelines for carrying out tasks and delivering feedback. For groups of students who were taught with the practice teaching style, the opposite happened. This all causes student learning activities to be less than optimal, even tend to be boring, so that the expected learning outcomes are less than optimal.

The advantage of the commando teaching style is that this teaching style provides a high level of discipline and a level of safety as well as the accuracy of movements for students to learn motion according to predetermined indicators. Both do not require cognitive understanding, students only need to follow what is exemplified. Third, the use of time will be more effective and efficient because everything has been properly arranged by the teacher so that the achievement of success will be maximized. The four atmospheres during learning will be more orderly and organized compared to the practice teaching style because everything is regulated by the lecturer starting from studying techniques, time and the use of tools or facilities and infrastructure. It is different from the practice teaching style, in terms of the time it will require more time in achieving success in learning motion. Not only that, the style of teaching practice also pays little attention to the use of facilities and infrastructure, especially when faced with minimal facilities, it is certain that students will fight each other to use these very limited tools. Therefore the commando teaching style has a good influence in many ways for students who have low motor skills.

## CONCLUSIONS AND SUGGESTIONS

As for the conclusion of this study, the commando teaching style is better than the practice teaching style in dribbling subjects in football. Therefore, it is suggested for future researchers to develop a style of teaching practice with a different method.

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